**Lesson Plan Template**

**Name: \_\_\_\_\_\_\_\_\_Jordan Welsey\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level:\_\_\_\_\_\_\_\_2nd\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Estimated number of days lesson will cover: \_\_\_\_One\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| Lesson Subject/Title: Odd numbers versus Even numbers |
| Performance Standards:  Under Concept and Skills to maintain |
| Lesson Objectives (What students will know and/or do) :  Students will relearn/revisit how to tell the difference between an odd number and even number.  Enduring Understanding: This skill is a building block for understanding patterns. |
| Essential Questions:  What is an Odd Number?  What is an Even Number? |
| Key Vocabulary:  -Odd Number  -Even Number  -Sum  -Partner |

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| Time | Procedures | Differentiation | Materials/Resources | Assessment |
|  | Introduction/hook/activation of prior knowledge:  -Students already know that a partner means one other person. They learned this from reading workshop.  -The ‘hook’ will be working with Jelly Beans or M&M’s to make pairs. This will lead into what an even number is. | -Making pairs at first will show the students what an even is, ‘Always has a partner’ versus and Odd Number, ‘All of them don’t have partners; one will always be left out.’ | -Bag of M&M’s or Jelly Beans | -See if the student can make pairs with their M&M’s with assistance from their partners. |
|  | Instructional activities  Demonstrate/Model (if appropriate):  -Teacher will show students how certain numbers give them and their partner the same amount of M&M’s.  -Students will get a chance to model different numbers, with the help of their partner.  Guided Practice (if appropriate)  Independent Practice (if appropriate):  After the initial M&M activity the students will be given a worksheet to work on separately. They may use their M&M’s for a visual aid |  | -Dry erase board and marker to write the numbers on | - See if the student can get the correct amount of M&M’s with their partner to see if the number is even or odd  -Student must have 90 percent correct |
|  | Review and Closure:  -Closure is the completion and turning in of their worksheet. It is their, ‘ticket out the door’ |  |  |  |

Lesson Reflection:

What worked well in your lesson?

What modifications did you make in your instruction for varying abilities of students based on your formative assessments?

What follow-up instruction related to your objectives is needed either for remediation or extension?

What would you still like to learn that might help you to better meet the diverse needs of your students?